

teach
yourself

beginner's arabic script

goal

reading and writing

category

language

content

- learn to write, step by step
- understand the script in different contexts
- get a headstart in learning the language

be where you want to be with teach yourself

teach
yourself



**beginner's arabic
script**
john mace

For over 60 years, more than
40 million people have learnt over
750 subjects the **teach yourself**
way, with impressive results.

be where you want to be
with **teach yourself**

CONTENTS

Introduction

Reading and writing Arabic. The Arabic alphabet.

How to use this book 1

1 alif, ā alif madda, ب ba, ت ta, ث thā, ن nūn, ي yā. Stress. 5

2 lām, mīm, waw. Doubled letters. ʿ ghadda. 14

Definite article.

3 hamza, hā, ʿ tā marbūʿa. Feminine forms. س sin, ش shīn. 23

4 rā, zayy, dāl, dhā, ṣād, ḍād. 32

Dark sounds. Relatives.

5 jīm, ḥā, khā, ṭā, ṣā, ʿayn, ghayn. Stress. 40

6 fā, qā, kāf, ʾ tanwīn, alif maqṣūra. 48

Full alphabet. Arabic transcription.

7 Dual. Regular plural. Irregular plural. Figures. 57

8 Participles. Verbal nouns. Abstract nouns. Other written styles. 66

9 New words: *Communications* 73

Basic structures, 1: The Description. Possessive.

10 New words: *Work*. Personal pronouns. 84

Basic structures, 2: The Equation.

11 New words: *Town*. Prepositions. Command form. 91

12 New words: *Administration*. 99

Basic structures, 3: The Construct.

13 New words: *Time and Money*. Numbers. Clock. Calendar. 109

14 New words: *The Arab World*. Map. 118

15 Test your reading: Signs, Headlines, Small print, Handwriting. 122

Key to Tests 127

Arabic-English Vocabulary 135

English-Arabic Vocabulary 154

Index 167

Pocket Card Alphabet. Nouns and Adjectives. 169

Command Form, Participles, Verbal nouns. Figures.

INTRODUCTION

Reading and writing Arabic

Arabic writing seems daunting at first sight, but it doesn't have to be.

This book attempts to take the mystique out of it. You learn the alphabet in stages, practising each new letter or combination of letters many times before moving on to the next; at the same time you fit the letters into useful words and phrases seen everywhere in any Arab environment.

This book is actual; you learn to read and write today's Arabic. And you learn through practice, from the start.

That said, nobody can promise that when you have finished this book you'll be able to read a newspaper article, or write a report. That requires a knowledge of Arabic grammar going beyond our immediate scope. But you will be able to read and understand important signs and directions - even better, you will know what sort of words to expect. You will also be able to read and understand many newspaper headlines, and to write everything you can read.

The Arabic language

Arabic is a world language. It is the official language, or one of the official languages, of nineteen countries spread across Saharan Africa and most of the Middle East. It is also one of the official languages of the United Nations. Arab culture has a high reputation, and is studied at countless universities in the western world.

Words in Arabic are built on a 'root' of three (occasionally four) consonants, which contain the basic idea underlying all the words made from the root. An example is the root consisting of the three consonants **k t b**, which has the basic idea of *writing*. From this root Arabic makes:

- the verb *katab* to write
- the noun *kātib* for writer
- *maktūb* for written or for letter
- *kitāba* for the action of writing
- *maktab* for office, or the place where one writes
- *kitāb* for book
- *maktaba* for library or bookshop, and so on.

The words may have bits added on, or may change internally, but you still find the three root consonants, all present and always in the same order, throughout all the derivatives.

This is of enormous help. It means that if you know one Arabic word of a particular root, you can make an intelligent guess at the meaning of a previously unknown word showing that root.

Spoken Arabic varies from place to place. It is not normally written down (there is not even an agreed way to spell it), and it is never used for formal or official written communication.

But written Arabic is the same throughout the Arab world. The Cairo newspaper *al-'ahram* (*The Pyramids*) is read with ease in Casablanca, at the other end of North Africa. This is the Arabic found on all signs, notices, advertisements and so on, and it has a standard pronunciation. This is the form of Arabic which we are about to explore.

The Arabic alphabet

First, some essential principles on which the Arabic alphabet is based. Refer back here if you are in doubt later:

- The writing runs from right to left ← ←.
- There are no capital letters.
- Short vowels (the sounds *a* as in English *man*, *i* as in English *pin*, and *u* as in English *put*) are mostly not written; we usually have to infer them from the context.
- Printed Arabic is originally an imitation of handwriting. Most of the letters (called 'joined letters') are joined to the letter following them in the same word. A few letters ('disjoined letters') are never joined to the letter following them.

All this sounds complicated. It is not. Don't attempt to remember it now; it will become familiar as you read and write.

How to use this book

This is a participative book. You have to do a great deal of reading and writing. You learn, and remember, by doing.

Arm yourself at the outset with a solid exercise book with lined paper. Do all your writing in this exercise book. You should also write out your vocabulary somewhere permanent, whether in the back of this exercise

book, or in a different one. Writing is a powerful aid to memory.

Units 1 to 6: Alphabet

Follow the text, practising writing each new letter or group of letters as instructed. Pay attention to the notes on handwriting; there are certain important differences between handwriting and print. In the 'Read and write' parts of each unit, you see both. Imitate the handwriting for preference; you can write like printing if you wish, but it looks unnatural, and is slower. Read your writing back. Read and write everything several times.

The letters are taught in an order which helps you to build up quickly a battery of words which you can write. Any pitfalls are pointed out on the way. From letters you will move to words. Also in these units, your progress is monitored with a series of exercises at each stage; then at the end of the unit you have tests, which are more difficult than the exercises as they offer only the barest of help, and are more formal.

Don't move on to a new unit until you are at least reasonably confident about the last one - and that includes having performed well in the tests, for which you can check your answers in the key.

While following these units, don't force yourself to learn words by heart. Some will stick in your mind anyway - so much the better. The important thing is that you can by now put the letters together correctly, and decipher the written combinations which you see.

In Unit 6 you also learn to read and write the Arabic numerals.

Units 7 to 13: Words and Structures

In these units you learn to identify the different types of word, how to manipulate them, and how to link them in common and useful expressions and sentences. You will begin to read notices, signs, headlines. Units 9 to 13 start with new vocabulary, usually divided into 'essential' vocabulary, which you need to learn now because of its importance, and 'reference' vocabulary which is used for exercises and tests, but which you need not learn at this stage; examine it, and refer to it as you work through the unit. You will retain much of it through practice. In these units you will also learn related word-patterns which are a helpful feature of Arabic. These units also have exercises and tests.

Unit 14

This unit gives you some important geographical vocabulary for the Arab world, and a map.

Unit 15

Go carefully through the general reading test in this unit, checking your performance with the key and going back into the book where necessary.

Key to Tests

This is self-explanatory.

Vocabularies

The preamble to this section explains how to use these.

Index

The Index lists alphabetically all the technical topics covered (e.g. Construct, Noun, Participle), showing where each is found.

Pocket Card

This is found at the end of the book, and its use is explained there.

1

In this unit you will learn

- six common letters, with their pronunciation,
- when and how to join these letters,
- something about the 'stress' of a word,
- words which you can read and write, using the six letters.

General

Before starting this unit, be sure to read the Introduction; the section entitled 'The Arabic alphabet' is important for understanding the terms used below.

Letters

1

| alif

The first and commonest letter of the alphabet is |, called alif. It represents:

- at the beginning of a word: any of the *short* vowel sounds a-, u-, i- (like *a* in English *ant*, *u* in English *put*, and *i* in English *ink*, respectively).
- in the middle of a word, a *long* vowel sound -ā-. Imagine pronouncing *man*, in English, but drawing the vowel out: *ma-a-an*.
- at the end of a few words: short -a.

| alif is a so-called 'disjoined' letter, that is, it is never joined to the following letter.

| alif rests on the line of writing, but is 'tall' like a European *l*. Write this letter several times, starting at the right of the page: ← ←

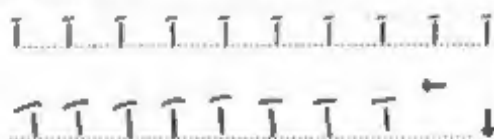


2

آ alif madda

alif with a stroke over it represents long ā (see paragraph 1 above) at the beginning of the word. This variant of alif is called **alif madda**.

Write this letter several times; first the downstroke, then the head: ← ←



3

ب	ب	hā
ت	ت	tā
ث	ث	thā

The sounds **b**, **t** and **th** (soft, like *th* in *think*; the transcription is underlined to show that it is a single sound) are written respectively with the letters called **hā**, **tā** and **thā** (see paragraph 1 for the pronunciation of ā). These letters are all 'shallow', i.e. they all rest on the line of writing, and are not 'tail' like alif.

These are 'joined' letters, that is, they are joined to any letter following them in the same word. Each letter has two possible forms; the short form is used at the beginning or in the middle of a word, and the longer form (the 'full' form) when the letter stands at the end of the word, or alone.

You will note that the three letters are identical but for the dots. These are an integral part of the letter, just as they are in English *i* or *j*. The dot(s) lie over or under the beginning of the short form, and over or under the middle of the long form. In all dotted letters the stroke is written first (← right to left), then the dot or dots.

These are the printed and typed forms. In normal handwriting, two dots usually become a dash —, and three dots something like a circumflex accent ^. Write a line of each letter, first with the dots as in print, then as in normal handwriting.

Start at the right: →



We can now write a few words. *l* is always written downwards except in its middle form, i.e. when joined to a previous letter; then it is written upwards. Remember that it is never joined to the following letter, that is, to its left. Remember also, as was said in the Introduction, that short middle and short final vowels are not normally written. Note the difference in height between *alif* (tall) and *ba-ta-tha* (shallow).

Read and write (starting at the right, remember): ←

أب أب *ab father** آب آب *ab August*
 أثاث أثاث *athath furniture* باب باب *bab door**
 ثابت ثابت *thabit firm, solid*

* There is no word for *a* or *an* in Arabic, so for example أب *ab* means either *father* or *a father*, and باب *bab* either *door* or *a door*.

Short vowel rule: Short vowels (*a, i, u*) in the middle or at the end of a word are not normally written. In a few words final *alif* is written for short *-a*.

4 Stress

Think of the English word *production*; its middle vowel *u* is pronounced more strongly than the rest of the word. We say the *u* is *stressed*.

In books teaching English as a foreign language, the stress is sometimes

marked with an accent (*production*). We shall use this device in transcription in the first five units of this book. you see this in athāth and thābit above

Exercise 1 Match these words with their sound and their meaning given in the list below. The first one is done for you

- (a) أب *ab* father (b) آب (c) اثاث (d) باب
athāth āb. bāb; door, furniture, August

Exercise 2 In Exercise 1, mark the ālifs which are pronounced long, ā.

Exercise 3 Write the word باب *bāb* door. Why is the first bā written differently from the last one? And why isn't the whole word joined up?

The answers to these exercises follow paragraph 6 below

5

ن ن nūn

We write the sound n with the joined letter nūn (n as in English, long ā like u in English *truth*). This letter has a short form used at the beginning or in the middle of a word, and a full form used at the end of the word, or when the letter stands alone. The dot is an integral part of the letter. The short form differs from bā (paragraph 3 above) only in the position of the dot, while the full form starts just above the line of writing and swoops below it and up again. We can call it a 'deep' shape. In handwriting, the dot of full-form nūn often takes the form of a hook on the curve itself: ن

Write several examples of nūn, first as in print, i.e. with a dot on the full form; then with a hook on that form as in normal handwriting: ن ←

ن ن ن ن ن ن ن ن ن ن
ن ن ن ن ن ن ن ن ن ن

Now read and write more words with the five letters we know (from the right): ن ←

ابن *ibn* son بنت *bint* daughter girl

أنا *ana* Iأنت أنت *anta* youبنات *banāt* daughtersنبات *nabāt* vegetation

Always write your words, don't draw or trace them. Don't grip the pen tightly and think ahead about what you are writing, so that you anticipate which form of the coming letters you are going to use

6

يـ *yā*

The joined letter *yā* represents

- at the beginning of a word: the consonant *y-* (like English *y* in *year*).
- in the middle of a word: either the consonant *-y-* (see above), or the long vowel *-ī-* (like *i* in English *machine*), or the vowel-combination *-ay-* (like *ay* in English *day*).
- at the end of a word: the long vowel *-ī* (see above).

The letter *yā* is *never* pronounced like the vowel-sound *y* in English *my*

Like the *hā-tā-thā* group which we learned earlier, this letter has a shallow short form used at the beginning or in the middle of a word, and a full form at the end of the word or when the letter stands alone. The short form is identical to *tā* except that its two dots are below, its full form has a deep shape and is quite different, swooping below the line and up again. Write *yā* several times, first with dots and then in the handwritten form, with a dash

يـ يـ يـ يـ يـ يـ
يـ يـ يـ يـ يـ يـ

More words. *Read and write* (remember that initial *yā* must be *y-*, middle *yā* can be *-y-*, *-ī-* or *-ay-*, while final *yā* is *-ī*):

بيت *bayt* houseبيتين *baytāyn* two houses

اثنتين اثنتين *ithnāyn two* بنايات بنايات *bināyāt buildings*

بنتين بنتين *binatāyn two daughters/girls*

In their short forms, the letters **ي ي ي ي ي** are called 'toothed letters' - the form **ي** is a 'tooth'

When full-form **ي** is preceded by one or more toothed letters, there are special handwritten shapes, which you should always use even if they are not present in print

سي سي ي ي ي *teeth + final ي* سي سي ي ي ي *teeth + final ي*

Read and write:

أبي أبي *ābī my father* بناتي بناتي *banātī my daughters*

ياباني ياباني *yābānī Japanese* بنتي بنتي *binatī my daughter*

ابني ابني *ibnī my son* بيتي بيتي *baytī my house*

(Remember to pronounce the stress on the vowel marked with an accent: ābī.)

Exercise 4 Match each of the following words with its sound and its meaning. The first one is done for you.

(a) بيت *bayt house* (b) بنتي *binatī my daughter* (c) بنايات *bināyāt buildings* (d) ابني *ibnī my son*

Exercise 5 Write all the Arabic words you know which (a) begin with **أ** or **إ**, or (b) end in **ي**, or (c) have **ن** in them. Expressions with the additional meaning *my* or *two* do not count.

The answers to these exercises are given after this paragraph.

You will recall that **ي** at the beginning of the word gives the sound **y**. We also know that initial **أ** represents a short initial vowel. Note now that any word beginning with a *long* vowel or a vowel-combination in pronunciation must be introduced in writing by **أ**, which itself then has no sound. So initial **إ**- or **اي**- is written **أ** (the **أ** is

being silent). *Read and write.*

این آینه *ayna where*

Initial long vowel rule: Any long vowel or vowel-combination beginning a word must be introduced by *ālif* in writing, the *ālif* itself is then not pronounced.

Answers to Exercises

Exercise 1 (b) آب *āb August*; (c) اثاث *athāth furniture*; (d) باب *bāb door*

Exercise 2 The words are آب *āb*, آینه *āina* and باب *bāb*. The other *ālifs* are short, pronounced *a*.

Exercise 3 The letter پ *p* has the long form at the end of the word, and the short form at the beginning or in the middle. And the word isn't joined up completely because it has to break after *ālif* which is never joined to the next letter, i.e. it is a *disjoined* letter.

Exercise 4 (b) بنتی *binthi my daughter* (c) بنایات *bināyāt buildings*
(d) پسر *psar my son*

Exercise 5 The total list studied so far (in order of appearance) is

(a) آب آب اثاث این انت انا اثین این
(b) پاهانی
(c) بنت این انت انا نهات بنت اثین پاهانی این

If you got more than 12 out of the whole 18, you did well. If you scored below 9, it would be a good idea to re-read the unit and note what you missed.

Tests

- Write the letters as a word. For example, (a) بیت *bayt*
(a) بی ت (b) بی تی ن (c) بی ن ی (d) اث ت ی
(e) ن ب ا ت
- Read aloud your handwritten answers to Test 1. For example, (a) is *bayt*.

3 Read aloud. For example, (a) is bandāt

بابائي (c)

اثنين (b)

بنات (a)

ابني (e)

اين (d)

4 Write. For example, (a) is ابني

(a) ibni

(b) bintayn

(c) bintayāt

(d) bābayn

(e) ayna

(f) athāthi

5 Read the words. What is the sound of each **l** in each example? Explain why. For example, in (a) ابن ibn it is l, because here **l** stands for the short vowel i:

آب (c)

باب (b)

ابن (a)

اثنين (e)

بنات (d)

Review

In this unit we studied six letters (plus one variant), five of them extremely common. You learned

- that *alif* at the beginning of a word either stands for a *short* vowel (a, i, u) or introduces a *long* vowel l or a *vowel-combination* ay,
- that *alif mádda* always represents long á,
- the important difference between short and long vowels,
- that short vowels (a, i, u) in the middle or at the end of a word are not usually written, though final *alif* sometimes expresses short -a,
- the important difference between 'joined' and 'disjoined' letters,
- the difference between 'tall' 'shallow' and 'deep' written shapes
- all the 'toothed' letters, including how to write final *yá* after a tooth and after teeth.

You have practised reading and writing joined letters (ي, ن, ث, ت, ب) a full and short forms, also taking account of tall, shallow and deep shapes

You have read and written 22 different words out of many more which are now within your grasp

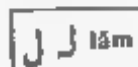
There is a lot in this first unit; that is because with any fewer than these six letters you would get fewer than ten words, and who wants that? You have made your first encounter with this writing system which is totally different from that of any European language; don't be surprised or discouraged if it looks tough. Go back and read through the unit again, and pick up anything that baffled you the first time. Don't look for immediate perfection. Keep going; things will get clearer, and you will gain confidence, as we advance

In this unit you will learn

- three more letters, also very common, with their pronunciation,
- words which you can read and write using these letters.
- how to write doubled letters,
- how to express *the*

Letters

1



The letter called *lām* represents the sound *l*. Pronounce it *light*, as in English *leaf* not *dark* as in *wall*. *lām* looks like a European handwritten *l* written in the opposite direction. *lām* is a joined* letter, the short and full forms are used exactly like those of any other joined letter, e.g. *ب* *bā* which we already know. However, both forms of *lām* are tall* while the full form is also deep*, with a swoop

* Look again at Unit 1 for the meaning of these terms, if you are unsure

Write this letter several times: short form tall, full form both tall and deep

ل ل ل ل ل ل ل ل
 ل ل ل ل ل ل ل ل

You might think that *ālīf* and the short form of *lām* get confused; in practice this is not so. *ālīf* is disjoined, *lām* is joined, and there is never confusion. Look for example, at *thālīth* *third* below. Read and write:

ثالث *thālīth* *third* ... لي لي *lī lī* *It is to me, for me*
 لبناني *lubnānī* *Lebanese* لبنان *lubnān* *Lebanon*
 ابل *ibli* *camels*

The combination *lām* + *ālīf* has special forms. In print and type, the *ālīf* is sloped and joins the *lām* at the latter's middle. In handwriting, we *break* the joint, and may either slope the *ālīf* or leave it upright. In both

top, and written *anticlockwise* ⤿ This gives us special combinations after certain letters, which may or may not be used in print, but which are always used in handwriting. Write the handwritten forms:

	handwriting	print and type
tooth + mim	تم	تَمَّ
teeth + mim	تم	تَمَّ
lām + mim	لم	لَمَّ
mim + mim	مم	مَمَّ

Now read and write.

تمام تام تام تام tamām perfect نامل نامل نامل naml ants
ألماني ألماني ألماني almanī German أنتم أنتم أنتم antum you

Exercise 1 Match these words with their sound and their meaning given in the list below. The first one is done for you.

(a) ألماني almanī German (b) تمام تام تام tamām perfect (c) ثالث ثالث thālith thālāth (d) ثلاث ثلاث thālith thālāth, tamām, perfect, third, three

Exercise 2 Complete the word with the right form of hām-ālif

no ... (c) آت (b) ثات (a) ثات

Exercise 3 The consul has got the nationalities mixed. Sort them out:

ألماني (a) ياباني (b) لبناني (c) ليبي (d) ياباني
Japanese, Lebanese, Libyan, German, almanī, fībī, yābānī lubnānī
(One of these words is new but you can handle it)

The answers to these exercises follow paragraph 5 below

3

و wow

The letter called wow is deep and disjoined (you know what that means now). It has only one form with a half swoop downwards and along only not up. Write it several times starting with the ring written

and resting on the line of writing



The letter waw represents the following sounds:

- at the beginning of a word the consonant **w** (like **w** in English *weak*).
- in the middle of a word either the consonant **-w-** (see above), or the long vowel **-ū-** (like **u** in English *truth*), or the vowel-combinations **-ou-** (as in English *soul**) or **-ow-** (as in English *now*).
- at the end of a word the long vowel **-ū** (see above) or in a few words, **-ow** (see above).

The letter waw is *never* pronounced like **u** in English *union*.

* The pronunciation **ou** is not officially correct; the vowel-combination should sound **ow**. But in certain words even educated Arabs read it aloud as **ou** except in very formal circumstances. We shall show it as it sounds in ordinary reading aloud.

Look back to Unit 1, paragraph 6, the description of **yā**, very similar to the description given above for **waw**. Both letters are used to represent a consonant, or a long vowel, or a vowel-combination, in corresponding positions.

Read and write (remember that initial waw must be **w**, middle waw can be **-w-**, **-ū-**, **-ou-** or **-ow-**, and final waw is **-ū-** or less often, **-ow-**):

ثانوي ثانوي	thānawī secondary	و و	wā and
يوم يوم	yūm day	لون لون	loun colour
يوليو يوليو	yūliyū July	يونيو يونيو	yūniyū June
ممنون ممنون	mamnuūn grateful	بيوت بيوت	buyūt houses
مايو مايو	māyū May	تمويل تمويل	tanawīl financing

Also back in Unit 1, paragraph 6, we recorded the fact that any word beginning with a long vowel or a vowel-combination in pronunciation

must be introduced in writing by *alif*, which itself then has no sound. This applies to the sounds *ā-*, *ou-* and *ow-* beginning a word: all these sounds in this situation are written *أو...* (the *alif* being silent).

Read and write.

أو أو *ow or*

4 Doubled Letters

When we have two identical letters separated by a vowel (long or short), then we write both letters: in the word *مُتَوَكِّلٌ* *grateful* (shown above) we have two examples: (m + short vowel + m) and (n + long vowel + n). Whether the vowel is short and unwritten or long and written makes no difference; there is a vowel, and the two identical letters are shown.

But when we have a *doubled letter*, i.e. two identical letters with *no* intervening vowel, we write only one letter. *Read and write.*

أول أول *āwwal first* ممثل ممثل *mumāththil representative*

Doubled Letter Rule. Letters which are sounded double (i.e. with no intervening vowel) are written single.

Although we write the doubled letter single, it is most important to pronounce it doubled, i.e. hold it for longer than normal. Imagine saying *butter* as *but ter*. The two words shown above then sound as if they were transcribed *āw-wal* and *mumāth-thil*. This is the correct pronunciation.

Think of the double *-nn-* in *innumerable*. If you know Italian, you have no problem; think of the double *-rr-* in *città*.

There is a way of showing doubled letters in script. It is the sign called

ʾ *shadda*

This sign, which is not a letter of the alphabet, can be written above any letter to show that it is doubled. I say 'can be' as it is often left out, but since *shadda* is so useful we shall use it for the rest of this book. You should always write it where appropriate.

Read and write distinguishing single letters from doubled

لَمَّا hamma when لِمَنْ li-man whose
 مُمَثِّل mumáththil representative مِثْل mithl like
 تِلَال tīlāl hills تَلَّ tall hill

Exercise 4 Put *ghadda* wherever appropriate and pronounce the word. The first one is done

مُمَثِّل (a) تَقْوِيل (b) أَوَّل (c) مَعْنُون (d)
 Give the meaning of each word. The first is *representative*

The answers to this exercise follow paragraph 5 below

• Definite Article - The

The important word *the* is called the *definite article*, or more simply the *article*. We use it before a *noun* (i.e. a word denoting a person, place, thing or idea). In Arabic, it takes the form *الـ* al-, which is always added to the word which it 'defines', i.e. makes definite. We show it with a hyphen; you should pronounce the whole thing as one word

Read and write

الْبَيْت al-bayt the house
 الْبَنَات al-banāt the daughters

The article is used in Arabic more often than is *the* in English, it is especially common with geographical terms, and with words used in a general or universal meaning

Read and write these examples.

الْيَابَان al-yābān ('the') Japan
 الْمَوْت al-mawt ('the') death (i.e. in general)

• In its normal pronunciation. But when the defined word begins with a sound pronounced with the tip or near-tip of the tongue, the *l* merges with that sound, producing a

doubled sound. The spelling stays the same. Look carefully first at the spelling and pronunciation of the following expressions, then *read and write* them. We show the doubled letter with *gháddā*:

- التِّلْ.....التِّلْ at-tall (not al-,) *the hill*
 التِّلَالِ at-tillāl *the hills*
 النَّيلِ an-nāil *the Nile*
 الثَّالِثِ ath-thāthith *the third one*
 اللَّوْنِ al-lawn *the colour*
 اللَّبْنَانِي al-lubnānī *the Lebanese (person)*

There are fourteen letters which have this effect on the *l* of the article. So far we have learned four of them: *ل, ن, ث, ت*. The fourteen letters concerned are called by the Arabs 'sun letters'. We shall point out the remaining ten sun letters as we meet them. The important thing to remember is that in such words we pronounce as double the first letter of the defined word, dropping the *l* of the article in pronunciation but not in spelling.

* Two letters *l* written together, even though there is no intervening vowel. This is an exception to the rule about doubled letters.

You will also have noticed that the article *الـ* never affects the stress of the word, and never takes the stress itself.

One final note: the *الـ* of *الماني German* is not the article; it is part of the word itself. We learn in Unit 3 how to add the article to a word like this.

Exercise 5 Make each word definite with the article. Write your answer, then match it with the transcription and the meaning. The first one is done.

- نِبات (d) تمويل (c) ممثل (b) البيت → بيت (a)
 an-nabāt, at-tamwīl, al-mumāghthil (the) financing,
 the representative the vegetation.

Exercise 6 In your answers to Exercise 5, underline the articles whose initial letter assimilates to a sun letter at the beginning of the defined word.

Exercise 7 Why are أ, ب, ي, م and و so-called 'moon' letters, i.e. not 'sun' letters? (Pronounce them, and you will see - or rather, feel - why)

The answers to these exercises are immediately below

Answers to Exercises

Exercise 1 (b) تمام *tamām* perfect (c) ثالث *thālith* third
: ثلاث *thalāth* three

Exercise 2 (a) ثلاث (b) آلات (c) لا

Exercise 3 (a) ألماني *almanī* German (b) ياباني *yābānī* Japanese
(c) لبناني *lubnānī* Lebanese (d) ليبي *lībī* Libyan

Exercise 4 (a) ممثل *mumāththil* representative (b) تمويل *tamwīl*
financing, (c) أول *awwal* first, (d) ممنون *ammunūn* grateful

Exercise 5 (b) الممثل *al-mumāththil* the representative (b) التمويل *at-tamwīl* (the) financing (d) النبات *an-nabāt* the vegetation

Exercise 6 (c) التمويل (d) النبات

Exercise 7 Because they are not pronounced with the tip or near-tip of the tongue

Tests

1 Write the letters as a word. For example, (a) النبل *an-nīl*
(a) النبل (b) التمول (c) اول (d) الماني
(e) م م ن و ن

2 Read aloud your handwritten answers to Test 1. For example, (a) is an-nīl

Read aloud. For example (a) is lubnānī.

(c) الثالث

(b) أول

(a) لبناني

(e) النمل

(d) ممنون

- 4 Write. For example, (a) is الليبي .
- (a) al-lībī (b) mumaththilāyn (c) at-tamwīl
 (d) an-nīlāyn* (e) ow (f) al-yābānī
- (* i.e. two, the Blue and the White. They meet at Khartoum.)
- 5 In the following list, the words ابن\البنات\اب form a group as they all denote family relationships. Assemble the other logical groups, and say why their words belong together

ابن، المدني، الثالث، البنات، يونيو، البهرت، اب، اولك،
 ياباني، لبناني، يوليو، البنات، اثنين، ثلاث، آب، ليبي،
 ماير.

Review

In this Unit we studied three common letters and one special sign called *ghadda*. You learned also

- how to read and write the special forms of *Mim-ālif*
- how to join the letter *mīm*,
- how to write doubled letters,
- how to express the article *the*, and how to pronounce it,

You have had more practice with tall, shallow and deep shapes.

Hopefully you have also become a little more fluent in reading and writing, and you probably now find writing 'the other way round' less strange

3

In this unit you will learn

- a very important non-alphabetical sign,
- more about the article *the*,
- three more letters, plus one variant, with their pronunciation,
- more words,
- how to make 'feminine' words

Listen

Listen to someone say emphatically: 'absolutely awful'. You will hear a catch of the breath before each of the *a*'s. We could represent it with an apostrophe: 'absolutely 'awful

This is called a 'glottal stop', the glottis being that part of the throat which stops or releases breath when we speak. The stop is written in Arabic with a non-alphabetical sign called *hāmza*:

ء *hāmza*

hāmza is never joined to anything. Write it several times.

ء ء ء ء ء
ء ء ء ء ء

• *hāmza* is simple enough, but it is used in many ways. You will see it in the following guises:

- above or below *ālif*: ا ء ,
- above *waw*, or *yā* without its dots: و ء ي ء ,
- standing alone, on or near the line of writing: ء

• Several chapters have been written about the correct writing of *hāmza*. For our purposes, it is sufficient if we learn to pronounce the glottal stop when we see the sign ء. We transcribe it with an apostrophe: '.

• Arabic words apparently beginning with a vowel, such as *ab* in

fact begin with a glottal stop. The writing often marks it with *hāmza*, but it is equally often ignored.

For clarity, from now on in this book we shall show initial *hāmza* on the Arabic of all words which have it, thus: أب. We shall continue to transcribe without the apostrophe.

You should continue to write without initial *hāmza*; that is always acceptable.

In the middle or at the end of a word, however, the *hāmza* is always written, and you should write it, too.

One last point: *ā* *ālif madda* is deemed to have an 'in-built' *hāmza*, so while the stop is pronounced, no 'further' *hāmza* is written.

Read and write:

أخبار *anbā'* news (items) ... نبأ *nabā'* news item
 نائم *nā'im* asleep ... الآن *al-'ān* now
 تنبؤ *tanbū'* forecast ... ثنائي *thunā'i* double

Definite Article (continued)

2 In Unit 2 we learned the article *التيل. البيت* *al-bayt*.

When we attach the article to a word beginning with *hāmza*, the *hāmza* has to be written (unless we have *ālif madda* in which the *hāmza* is already present). We can leave out the *hāmza* at the beginning of a word, but not once an article is added, since the *hāmza* is now in the middle of the word. The article itself has no *hāmza*.

Read and write:

أب *ab* father ... الأب *al-'ab* the father
 إبل *ibl* camels ... الإبل *al-'ibl* the camels
 أخبار *anbā'* news items ... الأنباء *al-'anbā'* the news items
 آلات *ālāt* tools ... الآلات *al-'ālāt* the tools

some words begin with vowels which are deemed to have no stop, i.e. no hāmza. Read and write the two already known to us:

ابن ابن son الابن al-ibn the son
اثنين اثنين two الاثنين al-ithnayn the two

Words of one letter

3 A few important words consist of one letter. Read and write.

و wa and به bi with, by, in ل li to, for

4 a rule that one-letter words are written as part of the next word, e.g.

أنا وأنا wa-'ana and I البنات للبنات li-banāt for girls

5 we transcribe with a hyphen for clarity. The article ...ال itself does not begin with a hāmza but with a so-called 'weak' vowel, that is, a vowel which is dropped when another vowel precedes it. This happens even a one-letter word is added to the article

Read and write.

باليابان bi-l-yāban (not bi-al-) in Japan

والنيل wa-n-nīl and the Nile

6 when the word ل (see above) is added to the article, the alif of the article is dropped in writing too:

للبنات li-t-banāt for (the) girls

للتّمول li-t-tamwīl for (the) financing

7 do not, however, write more than two consecutive identical letters, even when the expression seems to demand more. Read and write

للبناني li-l-lubnānī for the Lebanese (man)

Exercise 1 Write these words with the definite article, and pronounce them.

أول (e) أب (d) أنبا (c) إبل (b) ألماني (a)

Fit the meanings to your answers. *the first, the news, the camels, the German, the father*

Exercise 2 Add **ل** to your answers to Exercise 1 in writing. Give the meaning. Then fit the pronunciation to your answers:

li-l-'anbā', li-l-'ab, li-l-'almānī, li-l-'āwwal, li-l-'ibīl

The answers to these exercises follow paragraph 6 below

Letters

4



By far the most complicated letter in this alphabet, **hā** represents the sound *h* (as in English *he*). The *h* is sounded wherever you see the letter even at the end of a word, unlike English. **hā** is a joined letter, shallow except in one case, with several possible forms:

- هـ at the beginning of a word or after a disjoined letter
- هـ or هـ in the middle of a word after a joined letter,
- هـ or هـ at the end of a word after a joined letter,
- هـ at the end of a word after a disjoined letter, or when standing alone.

* The middle form هـ is little used in handwriting, and the final form هـ is not used in print or typing

Let us take this letter in stages. Everything rests on the line of writing except for the downward tick of هـ. Write first several initial letters **hā**.



Now the handwritten middle form.



see the two final forms, both used in handwriting

(a)	هـ	هـ	هـ	هـ	هـ
the	هـ	هـ	هـ	هـ	هـ
the	هـ	هـ	هـ	هـ	هـ

the isolated form:

هـ	هـ	هـ	هـ	هـ
هـ	هـ	هـ	هـ	هـ

read and write

هي	هي	هي	هي	هي	هي	هي	هي	هي	هي
hiya	she	هو	هو	هو	هو	هو	هو	هو	هو
هـ	هـ	هـ	هـ	هـ	هـ	هـ	هـ	هـ	هـ
hām	important	هم	هم	هم	هم	هم	هم	هم	هم
hām	important	هم	هم	هم	هم	هم	هم	هم	هم
اهتمام	attention	نهائي	نهائي	نهائي	نهائي	نهائي	نهائي	نهائي	نهائي
ihṭimām	attention	nihā'i	final	nihā'i	final	nihā'i	final	nihā'i	final
تنبيه	warning	انتباه	انتباه	انتباه	انتباه	انتباه	انتباه	انتباه	انتباه
tanbīh	warning	intibāh	caution	intibāh	caution	intibāh	caution	intibāh	caution
تهدئة	SLOW DOWN	تهدئة	SLOW DOWN	تهدئة	SLOW DOWN	تهدئة	SLOW DOWN	تهدئة	SLOW DOWN
tamāhhat	SLOW DOWN	tamāhhat	SLOW DOWN	tamāhhat	SLOW DOWN	tamāhhat	SLOW DOWN	tamāhhat	SLOW DOWN

important word with hā is spelt irregularly. Note: الله Allāh God.

تـ tā marbūṭa

It is a 'curiosity' It is not an alphabetical letter but final hā with two dots of tā, and it is called tā marbūṭa* which means bound. It is found only at the end of words and is commonly used to make words 'feminine'. After a consonant it has the sound -a: connected with it it gives the combination -iya. In handwriting the dots are frequently left off in print, never. The name of this letter itself contains a letter (i) which we have not yet learned. No panic. We shall learn it properly the next time it occurs. Read and write comparing the masculine ('m') and 'feminine' ('f') of words known to you.

grateful:	مُتَوَكِّل (m., of a man or boy)
	مُتَوَكِّلَة mamnūna (f., of a woman or girl)
important:	هَامَة hāmna (f.) هَام (m.)
third:	ثَالِثَة thālitha (f.) ثَالِث (m.)
Japanese	يَابَانِيَة yābāniya (f.) يَابَانِي (m.)
German	أَلْمَانِيَة almanīya (f.) أَلْمَانِي (m.)
Lebanese:	لُبْنَانِيَة lubnāniya (f.) لُبْنَانِي (m.)

The ending -īya carries the stress of the word, as shown.

Exercise 3 Match these words with their sound and their meaning given in the list below. The first one is done for you:

(a) ثُنَائِي thunnā'i double (b) مُتَوَكِّلَة mamnūna, (c) لِيْبِيَة libīya, (d) اِهْتِمَام ihimām
 mamnūna, ihtimām libīya, attention, grateful Libyan.

Exercise 4 Complete the word with the right handwritten form of hā

نَسَائِي (a) ...و (b) ...انتبأ... (c) ...هَام (d) ...سِي (e) ...

Read your answers aloud.

Exercise 5 Feminine (f) or masculine (m.)?

أَلْمَانِي (a) مُتَوَكِّلَة (b) هَام (c) لُبْنَانِي (d) هَام (e) لُبْنَانِي

Read each word aloud

The answers to these exercises follow paragraph 6 below

6

س sīn
ش shīn

The letters called sīn and shīn represent the sounds *s* (as in English *see*) and *sh* (as in English *she*) respectively. These are joined letters, the short and full forms are used like the short and full forms of ب. Short-form sīn and shīn are shallow and rest on the line of writing. The full form has

س and ش sloop. The two letters differ only in the dots, which are always assumed as shown

س and ش appearances. these are not toothed letters (Unit 1 paragraph 6). In handwriting, we usually 'iron out' the indentations of these letters into a shallow curve, thus:

س and ش several examples of each letter, first with indentations and printed then with a curve and the dots run together into a circumflex (see Unit 1 paragraph 3):

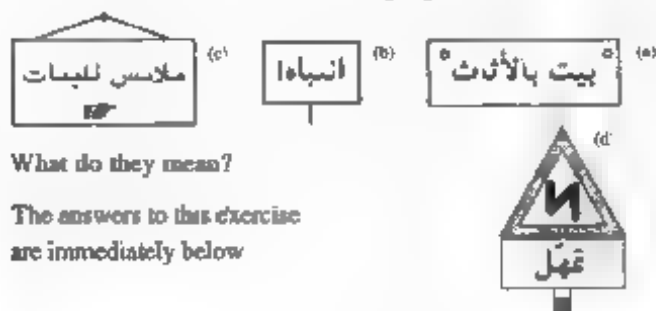
س	س	س	س	س	س	س	س
س	س	س	س	س	س	س	س
ش	ش	ش	ش	ش	ش	ش	ش
ش	ش	ش	ش	ش	ش	ش	ش

س and ش are sun letters, so the ل of the article assimilates: as-, ash-

read and write.

السنة	as-sana the year	سنة	sana year
الاسم	al-ism the name	اسم	ism name
الأساس	al-'asās the basis	أساس	asās basis
شاي	shāy tea	شيء	shay' thing
الشمس	ash-shams the sun	شمس	shams sun
شمالى	shimālī northern	شمال	shimāl north
سؤال	su'āl question	مسؤول	mas'ūl responsible
تأسيس	ta'sīs foundation (the action)		
التأسيس	at-ta'sīs the foundation		
ملابس	malābis clothes		

Exercise 6 Read aloud the following signs and announcements:



What do they mean?

The answers to this exercise are immediately below

Answers to Exercises

Exercise 1 (a) الألماني al-'almanī the German

(b) الإبل al-'ibāl the camels (c) الأنباء al-'anbā' the news

(d) الأب al-'ab the father (e) الأول al-'āwwal the first

Exercise 2 (a) للألماني li-l-'almanī for the German

(b) للإبل li-l-'ibāl for the camels (c) للأنباء li-l-'anbā' for the news

(d) للأب li-l-'ab for the father (e) للأول li-l-'āwwal for the first

Exercise 3 (b) mamnūna grateful (c) libīya Libyan

(d) ihtimām attention

Exercise 4 (a) انتباه intibāh (b) حذر ḥuẓa (c) هشاش hīshāsh

(d) حمام hāmm (e) هي hīya

Exercise 5 (a) almanī m. (b) mamnūna f. (c) hīya f. (d) hāmm m.

(e) libnāniya f

Exercise 6 (a) bayt bi-l-'athāth House with Furniture

(b) intibāh! CAUTION! (c) malābis li-l-banāt Clothes for Girls

(d) tamāhhhal SLOW DOWN

Tests

1 Write the letters as a word. For example, (a) ش م س شمس

(b) أ س م اسم (c) أ ل م م ث ث ل

(d) أ ن ب ا ن ب ا (e) ث ن ا ي

- 2 Read aloud your handwritten answers to Test 1. For example, (a) is ghams.
- 3 Read aloud. For example, (a) is al-ihitām:
- | | | |
|--------------|--------------|---------------|
| (a) الاهتمام | (b) الـهتامة | (c) الألمانية |
| (d) بالأول | (e) الثالثة | |
- 4 Put into the masculine form. For example, (a) is ممنون:
- | | | |
|------------|-------------|---------------|
| (a) ممنونة | (b) يابانية | (c) الـهتامية |
| (d) مسؤولة | (e) للثالثة | |
- 5 Pronounce your answers to Test 4. For example, (a) is mamnun.
- 6 In the last three units you have read and written all the following words. Fill in the missing letter in each one, in the right form. The first is لبنانية making لبنانية
- | | | |
|--------------|--------------|----------------|
| (a) لـبنانية | (b) لـبنانم | (c) اللـبنانية |
| (d) الـبنوت | (e) ثـبنانية | |

If you have difficulty, you will find word (a) in paragraph 5 above, (b) in paragraph 4 above, (c) in paragraph 6 above (without its article), and (d) and (e) in Unit 2, paragraph 3.

Review

In this unit we studied three common letters, one variant, and the important sign called hamza. We also finished the article al- and its variants, you can now make definite any noun you know.

In this unit you also learned about feminine words and one-letter words. Your vocabulary now begins to expand spontaneously.

Finally, you have read four signs with authentic Arabic wording, using your knowledge under field conditions.

4

In this unit you will learn

- six more letters, all of them sun letters,
- about 'dark' sounds,
- how to make common 'relative' words

Letters

1

ر	rā
ز	zayy

The letters called *rā* and *zayy* represent respectively *r* (which is always *rolled*, wherever it occurs) and *z* as in English *zoo*. These are *sun* letters, and are *disjoined*. The only difference in their appearance is the dot on *zayy*.

They are deep letters, written just like *و* *waw*, but without the ring. i.e. they start just above or at the line of writing, and make a half swoop down and a little leftwards, but not up again. Write several

ر ر ر ر ر ر
ز ز ز ز ز ز

These letters are joined to the previous letter in the normal way, except that, in handwriting, when they follow a tooth which is itself preceded by a letter, they have a special connection. Write the handwritten forms for *rā* (*zayy* is exactly the same, with a dot), paying special attention to the connection

tooth + tooth + r	مر مری
m + tooth + r	مر مری
l + tooth + r	لر لری
s + tooth + r	سر سری

The short vowel *a* and the long vowel *ā*, when next to *rā*, are almost always 'darkened' in sound, the *a* sounds more like *u* in Southern English *but*, and the *ā* sounds more like the *a* of English *calm*. You will certainly notice it when you hear Arabs speak. Imitate it if you can; it is however not wrong or unintelligible if you don't.

In the list given below, 'dark' *a* and *ā* are shown as *a* and *ā*, to help you

Read and write

مسرور masrūr pleased	مرور murūr traffic
متر metr metre	مرة mārā a time
ليرة līra lira	لتر lītr litre
الريال ar-riyāl	ريال riyāl rial, riyal
الرئيس الرئيس ar-ra'īs	رئيس ra'īs chairman*
الزيارة az-ziyāra	زيارة ziyāra visit
شهر shahr month	إيران Irān Iran
سيارة sayyāra car	وزارة wizarā ministry

* also chief president head (person)

2

د dāl
ذ dhāl

These two letters, called *dāl* and *dhāl*, represent respectively *d* as in English *day* and hard *th* as in English *that*. Don't confuse this last sound with the soft *th* of *ث* *thā* (*think*), for which see Unit 1, paragraph 3.

These are both sun letters, and are disjoined. The only difference in their appearance is the dot on *dhāl*.

At first it seems they might be confused with *rā* and *zayy*. But there are important differences: *د* *d* are shallow resting on the line of writing, and

are always joined at the 'elbow' د ر are deep and always joined at the head. Write several examples of dāl and dhāl

د د د د د
ذ ذ ذ ذ ذ

Read and write:

الإدارة al-idāra إدارة idāra administration
الدراسة ad-dirāsa دراسة dirāsa study
الدائرة ad-dā'ira دائرة dā'ira directorate
مدرس mudris director مدرسة mādrasa school
الأستاذ al-'ustādh أستاذ ustādh professor
الابتداء al-ibtidā' ابتداء ibtidā' beginning
سيدة sayyida lady Mrs سيد sayyid gentleman Mr

Exercise 1 Whose are these office doors? Read out their titles in Arabic and English



The answers to this exercise follow paragraph 4 below

3

ص	ص	ص
ض	ض	ض

Dark sounds

These two letters represent dark sounds.

Think of the familiar sound *s*, represented by **س** *sīn* (Unit 3). In pronouncing it, the tongue is high, following the curve of the palate. Now say *s* again, but this time dropping your tongue as low as possible, making a cavity at the bottom of the mouth. The *s* which you pronounce in this manner is 'dark'. It is **ṣ**, which is the sound of the letter **ṣād**.

Similarly **ḍ** is a *d* said with low tongue, forming a cavity. It is the dark equivalent of the more familiar *d* of **dāl** (paragraph 2 above).

An immortal Australian writer once said his countrymen enjoy 'sen in the sen'. Think of the two *s*'s in this phrase, and the idea of light and dark *s*'s seems less strange.

So much for the sounds. As to the shapes, **ṣād** and **ḍād** are both written identically except for the dot. They are joined, sun letters. The short form is shallow, resting on the line. Also, immediately after the loop it has a built-in tooth, which is never left out. The full form is deep, with a scoop. Write several:

ص ص ص ص ص ص ص ص
ض ض ض ض ض ض ض ض

Because of the tooth of short-form **ṣād/ḍād**, there are special connections in handwriting for **ṣ/ḍ** + **m** and **ṣ/ḍ** + **r**. Write the combinations (with **ṣ**; those with **ḍ** are identical in outline):

ص + م صم ص + ر صر

In pronunciation, these letters 'darken' any adjacent **a** or **ā** just as **ر** *rā* does (paragraph 1 above). In the list below, dark **a** and **ā** are identified with a dot. Read and write.

صوت السموت *ṣawt voice* الصوت السموت *as-ṣawt*
وصول وصول *wuṣūl arrival* باص *bās bus* باص
مصر مصر *miṣr Egypt* ضرورة *ḍarūra necessity*
مریض مریض *marīḍ sick (m.)* إضراب *idrāb strike* إضراب

Relatives

4 You will have noticed a connection between such words as لبنان *Lebanon* and لبناني *Lebanese*.

The first word of the pair is a *noun*, i.e. a word denoting a person, place, thing or idea (in this case, a place). The second word is either another noun or an *adjective*, i.e. a word describing a noun. We call this kind of word a 'relative'. In English we have many ways of making relatives, but Arabic uses mostly one device, i.e. adding *ـي* to the base noun.

There are two simple rules for adding the relative ending *ـي*:

- the base noun must be in its indefinite form,
- the ending can be added only to a consonant, so we must remove any final vowel (usually a final *ā* *alif* or a *ē* *ta marbūʿa*) from the base noun.

Applying the first rule we can derive the relative ياباني *Japanese* from اليابان *Japan*, taking care first to remove the article from the base noun to make it indefinite.

Applying the second rule, we can make ضرورة *necessity* (see the list immediately above) into the relative ضروري *darūrī necessary*; and similarly with countless other nouns ending in a vowel which we remove before adding the relative ending.

Read and write these nouns, most of which you know, and their relatives.

ألماني	ألمانيا	ألماني	ألمانيا	al-'almanīya Germany
ليبي	ليبيا	ليبي	ليبيا	lībīya Libya
لبناني	لبنان	لبناني	لبنان	
ياباني	اليابان	ياباني	اليابان	
سوري	سوريا	سوري	سوريا	sūriya Syria
إيراني	إيران	إيراني	إيران	Iranian
ضروري	ضرورة	ضروري	ضرورة	

أساس أساسي	basic	أساسي أساسي
رئيس رئيسي	main principal	رئيسي رئيسي
دراسة دراسية	academic	دراسي دراسي
مصر مصري	Egyptian	مصري مصري
ابتداء ابتدائي	primary initial	ابتدائي ابتدائي

These relatives are in their masculine form and indefinite. We know from earlier in this book that we can make such words definite (الأساسي), or feminine (الأساسية), or definite feminine (الأساسية).

• ليبيا is probably the only word of more than one letter in the Arabic language that reads the same backwards as forwards. Try it.

Exercise 2 Make the masculine relative from each of these nouns.

Translate your answers.

(a) أساس (b) مصر (c) إدارة (d) ابتداء (e) وزارة

Exercise 3 Make these relatives definite feminine

(a) مصري (b) سوري (c) إيراني (d) إسرائيلي

• isra'īlī in the masculine. Guess its meaning.

Exercise 4 Transcribe these words, marking with a dot the dark a's and ā's. Why are they dark?

(a) ضرورة (b) مريض (c) دراسة (d) الباص (e) ملابس

The answers to these exercises are immediately below

Answers to Exercises

Exercise 1 (a) al-mudīr *Director* (b) ar-ra'īs *Chairman*

(c) al-mumāththil *Representative* (d) al-'ustādh *Professor*

Exercise 2 (a) أساسي *basic* (b) مصري *Egyptian*

(c) إداري *administrative* (d) ابتدائي *primary, initial*

(e) وزارتي *ministerial*

Exercise 3 (a) المصرية (b) السورية (c) الإيرانية (d) الإسرائيلية

Exercise 4 (a) ḡarūrā, two a's next to r, one next to ḡ (b) marīd, a next to r (c) dīrāsā, first a next to r (d) al-bās, ā next to s (e) none

Tests

1 Write, paying attention to special connections:

مصرية (a) اهتمام (b) تمام (c)
ضروري (d) الثاني (e)

2 Read aloud your handwritten answers to Test 1

3 Read aloud:

إيرانية (a) مريض (b) السورية (c)
ابتدائي (d) بالألمانيا (e)

4 Give the base word from which the relative is derived. Translate the base word and the relative:

أساسي (a) دراسي (b) إداري (c)
للبيبة (d) الإسرائيلية (e)

5 Pronounce your answers to Test 4. For example, (a) is asās.

6 Fill in the missing letter in each word.

المصرية (a) إد...رة (b) مدر...ر (c)
الش...ء (d) مري...ة (e)

Review

In this unit we studied six more letters, including the last four disjoined ones and a pair with 'dark' sounds. You also learned how to derive 'relatives'. This is a big step forward, as there are hundreds of such derived words. You can say that you have added about 10% to your vocabulary at one stroke.

Keep writing. Perhaps your main objective in following this book is to learn how to read; but it is writing which will fix things in your memory.

We have done most of the alphabetical section of this book. There are ten letters to go, all of them in groups or pairs like most of the others; and three more 'curiosities'.

You will have noticed that, because some letters have alternative forms or special connections, you have to think ahead as you write. That gets easier when you begin to see the whole word in your mind; and that comes with practice.

5

In this unit you will learn

- seven more letters, with their pronunciation.
- when and how to join these letters.
- words which you can read and write using the seven letters
- more about *stress*

Letters

1

ج	ج	jīm
ح	ح	ḥā
خ	خ	kha

A family of joined letters, each with a short and full form used exactly like those of ج. The only difference between these three is the dot.

ج jīm sounds like *j* in English *jam* in most Arab countries. In Egypt it sounds like hard *g* in English *go*. We use the sound *j* in this book.

ح ḥā is a heavy *h*; it is the sound made when we breathe on glass to clean it. To an Arab it sounds quite distinct from *hā*, which we learned in Unit 3. Try to make the distinction yourself.

خ kha represents the sound of *ch* in Scottish *loch* or Welsh *bach*.

The short forms are shallow, resting on the line of writing. The full forms are deep, with a *reverse half-swoop* ٥, the head still resting on the line.

Read and write a line of each letter, starting at its top left-hand corner.

ج	ج	ج	ج	ج	ج
ج	ج	ج	ج	ج	ج
ح	ح	ح	ح	ح	ح
ح	ح	ح	ح	ح	ح
خ	خ	خ	خ	خ	خ
خ	خ	خ	خ	خ	خ

As a or ĥ next to ح is often (not always) pronounced dark. Imitate what we hear. Don't be confused by the transcription of ح ẖ, it is *not* a dark letter. We transcribe it in this manner merely to distinguish it from a ḥ.

Read and write a few new words:

جنوب جنوب janūb south جنوب جنوبي janūbī southern
خروج خروج khurūj exit خروج خروج dukhūl entry*

* the action. The place is mákhraj or mádkhal, see below

When one of these letters is joined to a previous joined letter in print, the connection is often at the right-hand corner of the ح etc., in handwriting we make the connection at the beginning of the outline, i.e. the left-hand corner. Compare print with handwriting below (for ح only; the others go the same way); practise the handwritten forms:

	handwriting	print
with + ج	جج	جج
with + ح	حح	حح
with + خ	خخ	خخ
with + ط	طط	طط
with + ظ	ظظ	ظظ

and so on, with other preceding joined letters)

Read and write:

لجنة لجنه lájna committee احتجاج احتجاج ihtijāj objection
أجنبي أجنبي ajnabī foreign إنتاج إنتاج intāj production
مدخل مدخل mádkhal entrance.. مخرج مخرج mákhraj exit
انتخاب انتخاب intikhāb election أخبار أخبار akhbār news
خاص خاص khāṣṣ private, special, particular

Exercise 2 Fill in the missing letter

(a) إ... تاج (b) و... ني (c) أنت... أب (d) ابت... ثي (e) من... حة

Exercise 3 List at least twelve nouns beginning with a sun letter, and at least twelve nouns beginning with another (i.e. a 'moon') letter. Make them all definite with the article. Read your answers aloud, and translate them.

Exercise 4 Write, in the masculine singular, all the words you can remember denoting a nationality. Now write all the words you can remember denoting a profession or function. Read everything aloud and translate.

The answers to Exercises 1 and 2 follow paragraph 4.

3

ع	ع	ع	ع	ع	9ayn
غ	غ	غ	غ	غ	ghayn

There comes probably the most difficult sound in the Arabic language. It is the sound of the letter 9ayn, which we transcribe with 9, since no letter in our alphabet comes anywhere near its sound. Say to yourself the name *Maggie*. Keep repeating it, but as you do so, try to stop making contact in your throat for the *gg-* in the middle, i.e. let the middle consonant become more and more vague until it feels no more than a *grip*. You are probably saying something like *مأني mānī with me*. Now say it again, but get to the target sound faster. Say it again and again until you can hit it first time, without Maggie's help. The correct sound is a *grip* like the name *Marie* as pronounced in French, but without the contact of the French *r*.

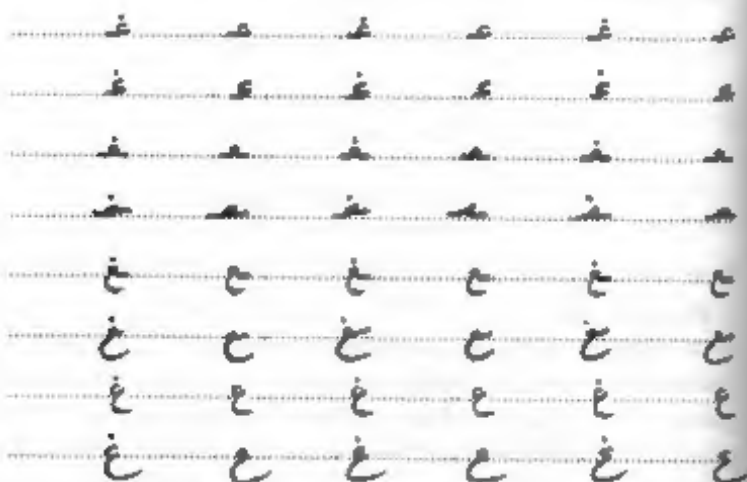
The sound of the other letter, which we transcribe as *gh*, is the 'hard' equivalent of *kh*, for which see paragraph 1 above. It sounds somewhat like the French *r* of *Marie*, but shorter.

ع and غ are joined letters. The two short forms rest on the line, and the two full forms have a reverse half-swoop like ج. The different forms are used as follows.

- ع and غ are written at the beginning of a word, or in the middle of a word after a *disjoined* letter,
- ا and ح are written in the middle of a word after a *joined* letter,
- ع and غ are written at the end of a word after a *joined* letter,
- ع and غ are written at the end of a word after a *disjoined* letter, or when standing alone.

Or we can put it far more simply: the 'solid' forms stand after a joined letter, and the 'open' forms stand everywhere else.

Write several of each:



Read and write:

سعر	sifr price	عام عام	9amm general, public
مطعم	māṭam restaurant	صناعة	ṣināʿa industry
معلم	muṭʿallim teacher	أسبوع	asbūʿ week
شارع	shārʿ street	اجتماع	ijtimāʿ meeting
غربي	ghārbi western	غرب	gharb west
مشغول	mashghūl busy	مبلغ	māblagh sum

Stress

4 So far we have marked the stress (see Unit 1, paragraph 4) with an accent. But Arabic stress is almost entirely regular, and we can learn and apply simple rules:

- the stress falls on the last so-called 'heavy' syllable if there is one. A 'heavy' syllable is one with either

- a long vowel (ā, ī, ū) or a vowel-combination (ay, ou, ow) followed by a consonant (b, j, d etc.): *hindāyāt, marīq, usbūḡ, bintāyn,*
- or a short vowel (a, i, u) followed by two consonants* or a doubled consonant: *māblagh, mummāththil,*
- * Remember that consonants transcribed with underlining (th, gh etc.) are single consonants in Arabic.

- if there is no heavy syllable, the first syllable is stressed: *āna.*

The following elements are never stressed, and are not counted when placing the stress:

- the article al-, at- (etc.),
- any vowel (long or short) or vowel-combination ending a word, i.e. with no following consonant. Note that *hāmza*, although not an alphabetical letter, counts as a consonant, so that a word like *ibtidā'* does not end in a vowel; its final syllable counts as heavy, and is therefore stressed. The relative of this word has the same stress (*ibtidā'*).

Now that we have the rules, we no longer need to mark the stress in the transcription.

Exercise 5 Read the signs:



(d)



(c)



(b)



(a)

Exercise 6 Mark the stress with an accent on these transcribed words or word-forms which we have not yet studied:

- (a) *mashghūfin* (b) *mahajja* (c) *intikhabat* (d) *tarbiya*

Exercise 7 Complete the word with the right form of ع or غ :

(a) اجتماع... (b) مشغول (c) معلّمة (d) مبلّغ (e) عام

Exercise 8 Write in Arabic (putting any relatives or other adjectives in the m. form), and pronounce your answers, taking care with the stress:

(a) the meeting (b) daily (c) monthly (d) arrival (e) south
(f) the week (g) electoral (h) the school (j) Italian (k) administrative

Exercise 9 Reading. Covering everything but the printed Arabic, read again, column by column, the 'Read and write' paragraphs of this unit.

The answers to Exercises 5 to 8 are immediately below.

Answers to Exercises

Exercise 1 (a) fīl CAMELS* (b) bās BUS (c) khātar DANGER

Exercise 2 (a) منتظمة (b) ابتدائي (c) انتخاب (d) وطني (e) إنتاج

Exercise 5 (a) shurṭa (b) makhraj (c) madkhal (d) shimāl

Exercise 6 (a) mashghūlīn (b) mahāṭṭa (c) intikhābāt (d) tārbiya

Exercise 7 (a) عام (b) مبلّغ (c) معلّمة (d) مشغول (e) اجتماع

Exercise 8 (a) الاجتماع al-ijtimāʿ (b) يومي yūmī

(c) شهري shahri (d) وصول wuṣūl (e) جنوب janūb

(f) الأسبوع al-'usbūʿ (g) انتخابي intikhābī (h) المدرسة al-mádrasa

(j) إيطالي itālī (k) إداري idārī

* This picturesque desert-road warning should be taken seriously, especially if visibility is poor. In a collision, most animals fall under the car. But the camel is hit below his knees, with possibly appalling consequences for both man and beast. The stricken and struggling animal, his already considerable weight increased by the impact, comes crashing through the car roof.

The camel deserves respect. He is silent and can be swift. And the desert is his.

Tests

- 1 Read aloud and translate these words:

(a) الشَّيْءُ (b) مَسْئُولَةٌ (c) السَّعَرُ (d) مَدْخَلٌ
(e) الانتخاب

- 2 Arrange these in the order of their size, biggest first:

(a) اليوم (b) السَّنَةُ (c) الأسبوع (d) الشهر

- 3 Make a relative, in the indefinite masculine form, from each noun.
-
- Give its meaning:

(a) الصَّنَاعَةُ (b) ابتداء (c) الأسبوع (d) إيطاليا
(e) بريطانيا

- 4 Write:

(a) ad-ta'sis (b) an-nihā'ī (c) mas'ūla
(d) al-makhrāj (e) ad-dukhūl

Review

In this unit we covered seven more joined letters, two of them sun letters with dark sounds; and many useful new words. You also learned how to stress correctly any word in the language.

The next unit gives us the remaining three letters and three 'curiosities', rounding off the alphabetical part of this book.